Title I Unified Plan

The Title I Unified Plan concept eliminates duplication and combines elements from the following required plans:

- *No Child Left Behind* (NCLB) Consolidated Application (NCLB CA)
- Title I Schoolwide (SW) Program Plan
- Title I School in Need of Improvement (SINI) Plan
- Title I SINI Corrective Action Plan (Year 4)
- Title I SINI Plan for Restructuring (Year 5)
- District Plan to Support Title I SINIs
- Title I District in Need of Improvement (DINI) Plan

All elements in the Title I Unified Plan must be addressed, as appropriate. The Title I Unified Plan must be developed/updated annually using two-year measurable targets.

All Districts
I. The following forms must be completed by ALL Title I districts as part of the NCLB Consolidated Application.

Standard Elements for All Districts	
NCLB CA	• Participants in Consultation & Collaboration in Application Development
	• Equitable Access, Coordination of Programs and Participation
	• District Needs Assessment
	• Actual Performance Targets Achieved
	• Description of Selected Priority Problems
	• District Program Activity Plan

Schools in Need of Improvement and/or a School Operating a Schoolwide Program

II. **The following elements are required for each SINI and/or SW program school. If applicable, Collaborative Assessment and Planning for Achievement (CAPA) prioritized recommendations must be incorporated into the unified plan. Districts must collaborate with the designated schools to complete this portion of the Title I Plan.**

In addition to the plan elements, each SINI and SW school must complete the following forms in the NCLB CA to complete each school's needs assessment, priority problems, and activities that will be funded through Title I.

Standard Elements for All SINIs	
NCLB CA	• School Needs Assessment • Actual Performance Targets Achieved • Description of Selected Priority Problems • School Program Activity Plan

Title I Plan Elements for Schools in Need of Improvement (SINI) and/or
Schools Operating a Schoolwide Program (SW)
(Complete a plan for each SINI and SW school.)

School: _____ District: _____

Comprehensive Needs Assessment:

Complete an annual comprehensive needs assessment and complete the school needs assessment forms in the NCLB Consolidated Application. The needs assessment is compiled from information gathered from stakeholder groups such as teachers, parents, students, the community, etc., [see list provided with the "Participants in Consultation & Collaboration in Application Development" form in the NCLB CA (**Note:** For continuity, some representatives from this needs assessment stakeholder committee should be included in the SW stakeholder group and/or the SINI plan committee.)] using surveys, focus groups, and interviews; academic achievement and assessment results; observations; and other techniques and data such as attendance, discipline, promotion trends, instruction time, teacher qualifications and retention, experimental control designs, socialization, and at-risk behaviors.

- Describe the process and techniques used.

- How are data/information compiled?

- Which stakeholder groups were involved in the assessment process?

- In a SINI targeted assistance school, describe the selection criterion, based upon student achievement, that is used to determine the students to be served.

*Note: For continuity, some representatives from this needs assessment stakeholder committee should be included in the SW stakeholder group and/or the SINI plan committee.

Data Collection and Analysis:

Analyze state assessment results, adequate yearly progress (AYP) status, any district or school administered tests, survey results (if available), CAPA findings and recommendations, and any other available achievement data. Use these data to help complete the needs assessment and identify priority problems.

- Describe method used to collect data for student subgroups.

- Explain how the collection methods are statistically sound.

- How are at-risk students identified in a timely manner and provided with effective assistance?

Plan Development:

Using the analyzed data and the information collected during the needs assessment, the school must develop a plan to resolve academic deficiencies and address priority problems.

- Identify the stakeholders who participated in the development of the plan.

Date(s) of Meetings/Consultations: _____

□ **Parents:**

  Number_____   Grades/Programs Represented_____

□ **School Staff:**

  Classroom teachers (number) _____

  Positions Represented (number): Reading Specialist_____   Math Specialist_____   Principal_____ Vice Principal_____

  School Facilitators_____   Learning Consultant _____   Other (specify)_____

□ **LEA Representatives:**

  Number_____   Positions_____

□ **Outside Experts:** (name of facility)

  Institution of Higher Education_____

  Technical Assistance agencies (non-profit)_____ Consultants (for profit)_____

  Other (specify)_____

Note: Provide names of participants below, identifying their titles.

_____   _____

_____   _____

- How were teachers engaged in decisions regarding the appropriate use of assessments to improve the instructional program?

- Identify the participants and process used for a peer review of the plan. (The NJDOE peer review suggested process is available at www.nj.gov/njded/title1/program/peer_review.pdf.)

□ **Peer Reviewers:**
□ Teacher   □ Administrator   From: _____

Area of Expertise: □ School Improvement □ Content Expert. Identify content area: _____

□ Teacher   □ Administrator   From: _____

Area of Expertise: □ School Improvement □ Content Expert. Identify content area: _____

□ Teacher   □ Administrator   From: _____

Area of Expertise: □ School Improvement □ Content Expert. Identify content area: _____

Peer Review Process:

Academic Achievement (indicate measurable goals and targets in all areas):

❑ *Teaching and learning in core academic subjects.*

- Identify specific strategies, programs, and activities used in the classroom to increase academic achievement.

- Describe the reason(s) existing strategies, programs, and activities have not increased student achievement in areas and populations identified in the needs assessment.

- Identify *new* strategies, programs, and activities to be implemented to address academic deficiencies.

- Identify person(s) responsible for implementing the new strategies, programs, and activities.

- Cite scientifically based research to support the strategies and programs.

- Identify extended day/year programs.

- Describe how strategies/programs are aligned with NJ Core Curriculum Content Standards. (CCCS)

- Indicate the measurable goals for all subgroups including students with disabilities and limited English proficient.

- Describe the transition plan for preschool to kindergarten, if applicable.

❏ *Professional Development (PD)*

- Describe existing PD program and the reason(s) it has not improved the priority problems identified in the needs assessment.

- Describe the *new* approach for high-quality, ongoing PD activities that will address 1) the teaching and learning process to increase content knowledge in core academic subjects; 2) the use of scientifically based instructional strategies; 3) the alignment of classroom activities with academic content standards and assessments; and 4) data analysis to inform instruction.

- Identify PD for teachers, principals, and other staff.

- Identify the person(s) responsible for implementing the new PD program.

- Describe mentoring program, including PD to support the program.

❏ *Parent Involvement (PI)*

- Describe current PI practices and programs. How are current PI activities used to increase students' academic achievement? What is the connection between PI and the priority problems identified in the needs assessment?

- Describe specific *new* strategies the school will use to increase/enhance PI.

- Identify procedures for informing parents about 1) the school's improvement status, if applicable; 2) individual student assessment results; and 3) the school's disaggregated assessment results.

- Describe how the school's statistically sound data are reported to the public.

- Identify the person responsible for implementing the PI program at the school.

❑ *Technical Assistance*

- Describe the current technical assistance offered to staff at the school. Include assistance by district level and/or outside experts, for example, skilled consultants, institutions of higher education (IHE), etc.

- How is it targeted to the priority problems identified in the needs assessment?

- Describe the additional technical assistance required for the effective implementation of this plan and the school's efforts to increase academic achievement.

- Identify the person(s) responsible for ensuring this technical assistance is provided.

Highly Qualified Staff:

- Describe the strategies used to attract and retain highly qualified staff including:

    – Teachers who meet the qualifications for HQT, consistent with Title II-A

    – Paraprofessionals who meet the qualifications required by NCLB (education, ParaPro test, portfolio assessment)

- What new strategies will be used if retention is a priority problem identified during the needs assessment?

- Identify the person(s) responsible for retaining highly qualified staff?

Resource Allocation:

- Identify the resources that will be allocated and/or reallocated to support implementation of the plan.

- List other state, federal, and local funds that will be included.

Year 4 Schools in Corrective Action:

❑ Schools in Year 4 must implement one or more of the following corrective actions (as identified by the district) in addition to the SINI and/or SW components. Identify which action(s) will be taken and describe the implementation and how the action(s) will be incorporated with the other elements of the Title I Plan. **Note:** CAPA report prioritized recommendations must be incorporated into the Title I plan.

1. Provide, for all relevant staff, appropriate, scientifically research-based professional development that is likely to improve academic achievement of low-performing students.
2. Institute a new curriculum grounded in scientifically based research and provide appropriate professional development to support its implementation.
3. Extend the length of the school year or school day.
4. Replace the school staff who are deemed relevant to the school not making adequate progress.
5. Significantly decrease management authority at the school.
6. Restructure the internal organization of the school.
7. Appoint one or more outside experts to advise the school (1) how to revise and strengthen the improvement plan it created while in school improvement status; and (2) how to address the specific issues underlying the school's continued inability to make AYP.

Corrective actions selected: # _____

Describe how you will/have accomplished the following:

- Identification of corrective actions:

- Implementation of the corrective actions:

- Incorporation of the corrective actions into the Title I Plan:

❑ How many district/school staff have/will attend CAPA training?

Year 5 Planning for Restructuring:

Schools in Year 5 must plan for restructuring by the district. Identify which action(s) for alternative governance will be initiated (see below). **Note:** Districts must also complete the required "School Restructuring Plan," which includes more detail on the planning process www.nj.gov/njded/title1/accountability/restructure.doc.

The restructuring options are as follows:

1. Implement any major restructuring of the school's governance that is consistent with the principles of restructuring as set forth in the *No Child Left Behind Act*.
2. Re-open the school as a public charter school as defined by state statute and regulation (N.J.S.A. 18A:36A-1 et seq. and N.J.A.C. 6A).
3. Replace all or most of the school staff, which may include the principal, who are relevant to the school's inability to make adequate progress (consistent with existing contractual provisions and applicable statutory protections in Title 18A).

Restructuring option selected: # _____

Explain how the governance alternative(s) will be incorporated with the other elements of the Title I Plan.

III. District Plan Components (completed by LEA for SINIs only):

- Explain why the previous school and district plans did not bring about increased student academic achievement.

- Explain how the district is supporting each SINI in the following areas:

    ― Providing professional development that focuses primarily on improving instruction and using data to inform instruction.

— Implementing strategies grounded in scientifically based research that will strengthen instruction in core academic subjects.

— Expanding parental involvement activities that support the school's efforts to increase student achievement.

— Reallocating the budget to fund activities that support the school's improvement plan and are most likely to increase student achievement.

— Ensuring that curriculum is aligned to the CCCS.

IV. DINI Plan (for districts in need of improvement):

- Describe the process/methods used by the district to conduct a comprehensive needs assessment if different from that used as part of the NCLB CA. Identify any additional stakeholder groups that were asked for input.

- Describe the fundamental teaching and learning needs of the district schools, especially the academic problems of low-achieving students.

- Provide an analysis of why the district's previous efforts at school improvement have not brought about positive results.

- Define specific measurable achievement goals and targets for each of the student subgroups whose disaggregated results are included in the state's definition of AYP.

- Identify SBR strategies that will be implemented to strengthen instruction in core academic subjects to help achieve the targets listed above.

- Explain the district's extended day/year programs and how they address the areas that caused the district to be in improvement status.

- Identify the high-quality professional development the district will offer to help improve instruction and student achievement.

- Describe parental involvement activities the district will expand/implement to help students achieve academically.

- Specify how the state can provide technical assistance to the district.

TITLE I – SCHOOL NEEDS ASSESSMENT
For SINIs and Schools Operating an Approved Schoolwide Program
(complete one for each school)

LEA: _____   **County:** _____

Project Code: NCLB-_____-07   **School:** _____

Population Categories: A. All students | B. Disabled students | C. Early childhood | D. Econ. disadvantaged | E. Neglected / delinquent | F. Youth at risk of dropping out | G. Racial/ethnic | H. Homeless | I. Immigrant | J. LEP | K. Teachers | L. Paraprofessionals | M. Parents | N. Substance abusers | O. Perpetrators of Violence | P. Out-of-school | Q. Mental health | R. Gifted & Talented | S. Other (Specify)_____ | T. Selected Priority Problems

Category	Subcategory	Priority Problem #	Priority Problem	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
Student Academic Needs		1	Closing the achievement gap																				
		2	Early childhood education																				
	Core Curriculum Content Standards	3a	Language arts literacy and reading																				
		3b	Mathematics																				
		3c	Science																				
		3d	Social studies																				
		3e	Visual and performing arts																				
		3f	Compr. Health & Physical Ed.																				
		3g	World Languages																				
		3h	Cross Content Workplace Readiness																				
		4	Technology Literacy																				
Staff Needs	High Quality Professional Development — 5. Implementing the CCCS	5a	Language Arts Literacy																				
		5b	Mathematics																				
		5c	Science																				
		5d	Social studies																				
		5e	Visual and performing arts																				
		5f	Comprehensive Health & Physical Educ.																				
		5g	World Languages																				
		5h	Cross Content Workplace Readiness																				
		6	Effective classroom use of technology																				
		7	Standards-based assessment																				
		8	Instructional skills and strategies																				
		9	Mentoring																				
		10	Classroom management																				
		11	Using data/assess. to improve learning																				
		12	Working with parents																				
	Hiring, Recruiting and Retaining	13	Highly qualified teachers																				
		14	Teachers in shortage areas																				
		15	Teachers in Math and Science																				
		16	Teachers to reduce class size																				

	Priority Problem #	Priority Problem	A. All students	B. Disabled students	C. Early childhood	D. Econ. disadvantaged	E. Neglected / delinquent	F. Youth at risk of dropping out	G. Racial/ethnic	H. Homeless	I. Immigrant	J. LEP	K. Teachers	L. Paraprofessionals	M. Parents	N. Substance abusers	O. Perpetrators of Violence	P. Out-of-school	Q. Mental health	R. Gifted & Talented	S. Other (Specify) ____	T. Selected Priority Problems
	17	Qualified paraprofessionals																				
	18	Highly qualified personnel																				
Problems Identified	19	Alcohol use																				
	20	Drug use																				
	21	Tobacco use																				
	22	Violence																				
	23	Weapons																				
	24	Gang activity																				
	25	Delinquency																				
	26	Vandalism																				
	27	Suspensions, removals or expulsions																				
	28	Serious or persistent discipline problems																				
Problems Identified	29	Bullying																				
	30	Victimization																				
	31	Truancy/attendance																				
	32	Mental health																				
	33	Sex/gender issues																				
	34	Interpersonal conflict																				
	35	Intergroup conflict/bias																				
	36	Negative peer influence																				
	37	School safety																				
	38	School climate/environment																				
	39	Risk factors																				
Education reform & school improvement	40	Reform projects/magnet schools																				
	41	Title I school improvement activities																				
	42	Smaller learning communities																				
	43	Academic achievement intervention																				
	44	Expansion of best practice models																				
	45	Cognitive/perceptual approaches																				
	46	Suppl. school improvement services																				
Teacher Quality	47	Teacher Quality																				
Parental Options	48	Charter school planning/implementation																				
	49	Public school choice																				
	50	Same gender schools																				
	51	School safety support																				
Tech. & Ed. Materials	52	Technology activities																				
	53	Instructional/educational																				

	Priority Problem #	Priority Problem	Population Categories																		
			A. All students	B. Disabled students	C. Early childhood	D. Econ. disadvantaged	E. Neglected / delinquent	F. Youth at risk of dropping out	G. Racial/ethnic	H. Homeless	I. Immigrant	J. LEP	K. Teachers	L. Paraprofessionals	M. Parents	N. Substance abusers	O. Perpetrators of Violence	P. Out-of-school	Q. Mental health	R. Gifted & Talented	S. Other (Specify)_____	T. Selected Priority Problems
		materials																				
Students with special needs	54	Drop-out prevention																				
	55	Gifted and talented students																				
	56	Alternative education																				
	57	Community based programs																				
Literacy, & Adult Ed.	58	Adult literacy																				
	59	Economic education																				
	60	Pre-kindergarten programs																				
Community Involvement	61	Community service programs																				
	62	Parent/community involvement																				
	63	Service learning																				
Health Services	64	School nurses																				
	65	Mental health services																				
	66	CPR training																				

🛑 □ **Certification:** For Title I SINIs and SW schools, Population Categories A-M have been annually assessed.

🛑 A needs assessment must be completed and included for each SINI and SW school.

🛑 All student subgroups not meeting AYP MUST be identified as a priority problem and addressed in the Title I Unified Plan.

TITLE I − Description of Selected Priority Problems Identified During the Needs Assessment
For SINIs and SW Schools
(complete one for each school in need of improvement or school operating an approved schoolwide program)

LEA: _____　　　　　　　　**County: _____**

Project Code: NCLB-_____-07　　　　　　**School: _____**

Description of Priority Problem
Target Population:
CAPA Findings (include standard and indicator numbers):
AYP Indicator Missed:
Causes of Selected Problem:
Areas to be Measured:
Measurement Tool:
Identification of Data Sources:
Other Relevant Information:
Person Responsible for Implementing Improvement:

Priority Problem Codes: Population Letter and Problem Number _____

Description of Priority Problem
Target Population:
CAPA Findings (include standard and indicator numbers):
AYP Indicator Missed:
Causes of Selected Problem:
Areas to be Measured:
Measurement Tool:
Identification of Data Sources:
Other Relevant Information:
Person Responsible for Implementing Improvement:

Priority Problem Codes: Population Letter and Problem Number _____

TITLE I − FY 2006 Actual Performance Targets Achieved
for SINIs and SW Schools
(complete one for each school in need of improvement or school operating an approved schoolwide program)

LEA: _____   **County:** _____

Project Code: NCLB-_____-07   **School:** _____

2006 Baseline Data and Performance Targets	2006 Actual Outcomes

TITLE I – SCHOOL PROGRAM/ACTIVITY PLAN
for SINIs and SW Schools

LEA: _____ **County:**_____ **Project Code:NCLB-** _____ **-07 School:**_____

Include Goals, Identified Needs, Performance Indicators, Performance Targets, Measurement Tools, and Program Activities Based on Scientifically Based Research.

(1) Selected Priority Problem(s)/ Populations Identified During Needs Assessment Use Problem(s) Codes	(2) Performance Goal(s) and Indicator Code(s)	• *Annual Performance Target(s) for Each Year: 2007 and 2008* • *Actual Performance Target(s) Achieved From Prior Year*			(6) Scientifically Based Program and Activities	(7) CAPA Findings & Recommendations (include standard & indicator numbers only)	(8) AYP Indicator Missed
		(3) Baseline Data and Performance Target	(4) Actual Outcome from 2006	(5) Measurement Tool/Method			

🛑 Check Before Proceeding:
- Has an evaluation of 2005 NCLB activities been made for decision making for the 2006 planned activities for NCLB?
- Does the program plan for schools in need of improvement include the required NCLB elements of the school improvement plan? Are required professional development activities included?